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To: County Superintendents
District Superintendents
Charter School Principals
State Special School Principals

From: William L. Padia, Director
Policy and Evaluation Division

Subject: **2000 Academic Performance Index (API):** *2000 STAR Interim Demographic Report* **and Opportunity for Data Corrections**

This memorandum describes the process for correcting data errors that may have occurred for schools in your district on the 2000 Standardized Testing and Reporting (STAR) answer documents. During the past month, the California Department of Education (CDE) has conducted data checks on the demographic information reported on the 2000 STAR answer documents. Across the state, values for some schools appear to be inconsistent when compared with other CDE data sources or, in the case of district mobility, are unusually large.

In the interest of ensuring the accuracy of the Academic Performance Index (API) reports, we are requesting that school districts review each school's reported data and correct any data errors. Corrections must be made through the Harcourt STAR Service Center as described in detail below. CDE and Harcourt must be notified of the existence of data errors by **September 8,** and Harcourt must receive all data corrections by **September 20.** Districts should carefully review their data and make corrections as necessary so that possible eligibility for awards or interventions is not jeopardized.

The remainder of this letter describes the process for reviewing and correcting your school-level data.

Internet Reports of the 2000 STAR Interim Demographic Data
The CDE has released on the Internet an interim report of the STAR demographic data that will be used in the calculations of the Academic Performance Index (API) and as background factors used in the calculations of 2000 similar schools. The *2000 STAR Interim Demographic Report* can be found at:

http://www.cde.ca.gov/psaa/api/00demog

A layout of the report is attached to this letter.

The reports are formatted to assist you in identifying data errors. For each school, the report highlights data values that appear to be inconsistent with information from external data sources, or in the case of district mobility, are unusually large. Values that appear to be inconsistent have been marked with an asterisk (*). **Please note that a value is marked solely on the basis of whether it falls outside of an expected range, based on other sources of information. In some instances, marked values are, in fact, correct. In that case, you do not need to make corrections to the data reported, but you will need to notify the CDE as described below.**

For each school, the district mobility rate has been marked with an asterisk if it is at least 30%. The enrollment on the first day of testing has been marked if it is exceeded by more than ten by the sum of: the number of pupils tested; the number of pupils with exemptions from testing due to parent or guardian waivers; and the number of pupils with exemptions from testing due to Individualized Education Programs. Enrollment and exemptions information comes from your district's Spring 2000 Apportionment Information Report to the CDE Standards and Assessment Division. The other items from the 2000 STAR have been compared with the following external data sources:

2000 STAR Information	External Data Source
Ethnicity	October 1999 California Basic Educational Data System (CBEDS)
English Language Learners	Spring 2000 R30-Language Census
NSLP Participation	October 1999 Free and Reduced Price Meals/CalWORKs School Level File

Some schools legitimately have district mobility rates in excess of 30%. For the other STAR information, there are three main reasons why the 2000 STAR demographic data could be inconsistent with the external data source: 1) the student population at the school changed significantly between the time of the external data collection and the STAR testing, 2) the population of students who did *not* test (i.e. students with Individualized Education Programs or students with parent / guardian waivers from testing) is very different from the school as a whole, or 3) there is an error in the STAR information. The following process addresses all of these reasons.

Steps for Reviewing and Correcting Data
Here are the steps for how to proceed:

1. Review the information for schools in your district (the report can be accessed at **http://www.cde.ca.gov/psaa/api/00demog**). All schools with 11 or more students tested are shown in the reports.

2. If no schools in your district have data elements marked with an asterisk, there is no need to do anything.

3. For data elements marked with an asterisk, determine whether your STAR demographic data are correct.

4. If you believe the data for all of the schools in your district are correct, even though some are identified with an asterisk, e-mail the EPIC Unit, epic@cde.ca.gov, and certify that the data are correct.

5. If the exemption information or the enrollment on the first day of testing is in error, notify the Standards and Assessment Division at **STARENRL@cde.ca.gov**. **The deadline for notifying the Standards and Assessment Division is September 8. Do not notify Harcourt of this type of error.** Note that schools are identified only if the number of pupils tested is more than ten more than the enrollment on the first day of testing *minus* the total number of exemptions.

6. If you believe that a data element other than enrollment is incorrect and elect to fix it, first notify the **EPIC Unit at epic@cde.ca.gov**. We will not report an API until you have had the opportunity to correct the data. You then need to call Jim Overturf at the Harcourt STAR Service Center, 1-888-782-7882, ext. 6140 to notify Harcourt of the errors. **The deadline for notifying the CDE and Harcourt about the existence of data errors is September 8. The deadline for sending data corrections to Harcourt is noon on September 20.**

   Please be advised that this process represents a **<u>one-time only</u>** opportunity to correct your 2000 STAR data. **Harcourt must receive data corrections by noon on September 20** in order to update the data file used to create the API. **The responsibility for any and all costs arising from correcting data is the district's alone.**

7. **The following data elements must be certified correct or corrected through Harcourt in order for the CDE to calculate a valid API: ethnicity, free and reduced price lunch participation, and grade first enrolled in the district.**

Importance of Accurate Data
The demographic information submitted on the STAR answer document is an important part of the calculation of the API. District mobility is perhaps the most important piece of information, since it determines whether a student's test scores contribute to the API. The ethnicity data are also essential, as they serve to define significant subgroups at the school. The other information in the *2000 STAR Interim Demographic Report* establishes a school's demographic profile, enabling accurate comparisons between similar schools.

The Public Schools Accountability Act (PSAA) of 1999 established, along with the API, a system of awards and interventions. The API is the basis for this system, and accurate information in the API is necessary in order for the accountability system to work. I appreciate your patience and assistance as together we build an accountability system for California.

If you have any questions, please e-mail the EPIC Unit at **epic@cde.ca.gov**.

Attachment – *2000 STAR Interim Demographic Report* Layout

On the Internet, at **http://www.cde.ca.gov/psaa/api/00demog**, is the index page for the *2000 STAR Interim Demographic Report.* This page includes a link to each county report. Within each county report, districts are listed alphabetically; and within each district, schools are listed alphabetically.

For each school, the demographic data are shown on three lines, with a blank line separating schools. Asterisks (*) mark values that appear to be inconsistent when compared with other CDE data sources or, in the case of district mobility, are unusually large. Please pay special attention in your review to these data elements, following the steps outlined in the letter accompanying this attachment.

The report includes identifying information, followed by data generated from the 2000 STAR Apportionment Information Report and 2000 STAR answer documents (the key to the location of the information on the report is in parentheses):
- County-District-School Code (A) and School Name (B);
- Number of students tested (C);
- Number of students enrolled (grades 2-11) on the first day of testing (D);
- Number of students exempted due to Individualized Education Program (E);
- Number of students exempted due to parent or guardian written request (F);
- First and last grade tested (G);
- Grade span: First and last grade of the entire school (H);
- Number (I) and percentage (J) of students in each ethnic category[1];
- Number (L) and percentage (M) of responses to each parent education category[2];
- Parent education index (N);
- Percentage of answer documents with a response in one of the five parent education categories (O);
- Number (P) and percentage (Q) of students classified as English language learners;
- Number (R) and percentage (S) of students participating in the National School Lunch Program (NSLP);
- Number (T) and percentage (U) of students in their first year in the district;
- Number (V) and percentage (W) of students in their first year at the school[3].

Layout of Report Elements
The report layout is below. The layout makes use of the key to data elements in the preceding paragraph. Note that the parent education index (element N) is the only element that contains a decimal. All other data elements are whole numbers, whole number percents, or alphabetic text.

```
A  B
   C  E  G  I  I  I  I  I  I  I  I  L  L  L  L  L  N  P  R  T  V
   D  F  H  J  J  J  J  J  J  J  J  M  M  M  M  M  O  Q  S  U  W
```

A sample page of the report follows.

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[1] The order of the ethnic categories is as follows: African/African American, American Indian or Alaskan Native, Asian/Asian American, Filipino/Filipino American, Hispanic/Latino, Pacific Islander, White (not of Hispanic origin), Other/Multiple Response/Blank.

[2] The denominator for element M is the total number of responses that fall in the five parent education categories. The order of the parent education categories is as follows: Not a high school graduate, High school graduate, Some college, College graduate, Graduate school/post graduate training

[3] Students in the earliest grade of the school are by definition in their first year and are therefore excluded from the calculation of school mobility.

Sample Page of *2000 STAR Interim Demographic Report*

ENR	EXMP	GRADE	AA	AI	AS	FI	HI	PI	WH	OT	PE1	PE2	PE3	PE4	PE5	INDEX	ELL	NSLP	DM	SM
99-99999-9999994 Jake Smith High																				
25	2	10-11	0	0	0	0	2	0	22	1	0	0	0	0	0	0.00	0	11	9	20
29	2	10-12	0	0	0	0	8	0	88	4	0	0	0	0	0	0	0	44	36*	80
99-99999-9999995 Jill Smith High																				
128	1	2-11	5	1	0	0	17	1	91	13	7	18	40	27	11	3.17	0	32	108	108
132	2	K-12	4	1	0	0	13	1	71*	10*	7	17	39	26	11	80	0*	25	84*	84
99-99999-9999996 John Smith High																				
36	0	2-11	1	3	0	0	5	1	26	0	5	2	3	2	0	2.17	0	13	8	25
40	1	K-12	3	8	0	0	14	3	72	0	42	17	25	17	0	33	0	36	22	69
99-99999-9999997 Jana Smith High																				
19	NR	9-11	0	3	0	0	0	0	12	0	0	0	0	0	0	0.00	0	5	4	14
NR	NR	9-12	0	20	0	0	0	0	80	0	0	0	0	0	0	0	0	33	27	93
99-99999-9999998 Jeff Smith High																				
14	2	10-11	0	0	0	0	1	0	13	0	0	0	0	1	0	4.00	0	6	3	10
18	1	10-12	0	0	0	0	7	0	93	0	0	0	0	100	0	7	0	43	21	71
99-99999-9999999 Joan Smith High																				
26	2	9-11	0	1	0	0	0	0	22	3	4	5	7	5	0	2.62	0	0	12	24
30	1	9-12	0	4	0	0	0	0	85	12	19	24	33	24	0	81	0	0*	46*	92